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PURPOSE AND GUIDING PRINCIPLES

College of the Sequoia's Professional Learning Plan will provide a framework to realize its vision and mission for professional learning and to accomplish system-wide and District goals by guiding professional learning decisions across our campuses, including identifying and aligning professional learning goals, specifying necessary actions to accomplish those goals, identifying key contributors, and specifying funding and other support resources.

Vision

The College of the Sequoias, in an environment of mutual respect, sees deep and consistent professional learning as a means to realize student success and achievement; to create a positive environment for students, staff, faculty, administration, and the community at large; to develop educational programs that meet civic, professional, economic, and workforce needs; and to become a leader for our community and region.

Guiding Principles

COS Professional Learning should be guided by the following principles. Professional learning opportunities that address one or more of these principles will be prioritized.

- i. Student-centered approaches
- ii. Discipline and service area recommended practices
- iii. Inclusive and accessible trainings
- iv. Dynamic and responsive needs-based learning opportunities
- v. Innovative and proactive learning opportunities
- vi. Cross-college, cross-functional, and interdisciplinary approaches
- vii. Assessment and reflection as essential components to learning
- viii. Opportunities that effectively communicate needs, opportunities, and importance to campus
- ix. Equitable incentives for employee participation

FRAMEWORK FOR PROFESSIONAL LEARNING

The COS Professional Learning Plan is formed through an intentional and integrated planning process, one that reflects the needs of our campuses and community, the driving documents and processes of our college, and the guidance provided by the California community college system, including but not limited to:

- i. COS Vision Statement
- ii. COS Mission Statement
- iii. COS Model for Integrated Planning
- iv. COS Master Plan (2015 – 2025)
- v. COS Strategic Plan (2018 – 2021)
- vi. COS Student Equity Plan (2019 – 2022)
- vii. COS EEO Plan
- viii. Chancellor's Office Vision for Success and memorandum guidance
- ix. Guidelines for Implementing the Flexible Calendar Program (revised 2007)
- x. ASCCC's "Anti-Racism Education in California Community Colleges"

xi. GQ Survey Results

Theory of Change

By prioritizing and offering intentional, varied, frequent, and equity-minded opportunities for professional learning and by integrating that learning into our college planning, we can create a rich landscape for faculty, staff, and administration to engage their curiosity and learning together. These learning opportunities will allow all COS employees to hone their expertise and to broaden their knowledge, encouraging a campus culture centered around learning, and with a learning-centered culture engaged in iterative, continuous improvement, COS can arrive on and effectively walk the path toward equity and excellence in higher education.

GOALS AND ACTIONS

Goals

The actions set forth in this plan work to address four main goals:

- I. Equity
- II. Excellence
- III. Communication
- IV. Operations

Each of these goals and their activities, as noted in the framework, are informed by COS’s Master and Strategic Plans.

Actions

The actions identified below are intended to be more specific ways COS can accomplish its mission, vision, and plans and sustain professional learning goals. They represent opportunities for collective action undertaken by constituent groups, and they do not supplant individual faculty, staff, and administrative learning opportunities and needs. The planned outputs are specific and tangible results that can be expected from completing the action, and the stakeholders and support are identified bodies whose purpose and work may impact these actions. Actual responsible parties should, ideally, be determined through the shared governance and initiative process, allowing each body to annually decide how they will support professional learning through their work.

Goal 1: Equity

PL Action	Planned Output	Collaborators and Contributors
Understand current state of equity within the District, determining current equity gaps and disseminating that information with District and community	A clear gap analysis data set that informs decision making and professional learning opportunities	Academic Senate EEO EDAC Research Office HR Marketing & PR Budget Committee

Determine and offer equitable incentives for participation.	More equitable incentives (stipends, comp. time, etc.) to encourage greater participation in professional learning	Academic Senate FEC PACE COSTA COSAFA CSEA DGS Superintendent/President Office of Academic Service Office of Student Services
Focus on accessibility across campus, specifically in trainings	Trainings always made available with closed captioning, live captioning, interpreters, recordings, etc.	AAC FEC PACE Marketing and PR Technology Services Media Office of Academic Services
Host regular EEO trainings that focus on transparency of hiring process procedures, employment opportunity publications, and diversity statements across all three campuses.	Improved and increased EEO training opportunities that improve hiring procedures and results	HR EDAC EEO Office of Academic Services PACE Academic Divisions Division Deans COSTA COSAFA CSEA

Goal 2: Excellence

PL Action	Planned Output	Collaborators and Contributors
Improve and develop understanding of data literacy and its application.	Increased data literacy training opportunities, increased awareness and access to data, and improved use of data in decision-making processes	RPIE Technology Services Technology Committee ETC Outcomes and Assessment IPRC FEC
Implement mentorship and excellence programs that are interdisciplinary, both top-down and bottom-up.	Increased number of mentorships for faculty interested in learning new skills, concepts, teaching approaches	FEC PACE Academic Divisions Academic Deans DE Coordinator
Support and implement local extended professional learning opportunities (e.g., Equity Institute, faculty inquiry groups (FIGs), retreats, tiered workshop series)	Increased availability of local, deep professional learning opportunities for our faculty	Academic Senate FEC DGS

Offering learning opportunities that represent research and effective practices in the field of teaching and learning, including disciplinary and interdisciplinary opportunities	Increased learning opportunities around improved pedagogical, andragogical, praxis, student-centered, service-oriented approaches	FEC PACE ETC DECOS Office of Student Services Office of Academic Services Academic Divisions Division Deans
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Goal 3: Communication

PL Action	Planned Output	Collaborators and Contributors
Examine current communication practices and establish consistent and regular communication standards	District information, particularly regarding professional learning, will be clearer, accessible, and less overwhelming	Academic Senate and subcommittees DGS and subcommittees Marketing & PR Provosts for district campuses Classified staff
Identify new—and support current—methods for including and amplifying student voice on campus and in decision-making processes (<i>The Campus</i> , Tell a Giant, student committee members, etc.)	An amplified and supported student voice, one that can help us improve the college and identify opportunities for professional learning	Journalism unit Technology Services Office of Student Services Division Deans Marketing & PR Student Senate All committees and subcommittees Student employees
Develop and utilize a centralized, district-wide professional learning calendar	All faculty, staff, and administration can be aware of and access professional learning opportunities offered anytime on campus	FEC Facilities Marketing & PR Technology Services PACE Academic Divisions Office of Academic Services Student Senate CHAP

Key trainings, workshops, presentations, etc., when deemed appropriate and relevant, will be recorded and archived for future trainings.	COS constituents will access professional learning opportunities asynchronously, allowing for greater accessibility and an increase in shared knowledge	Media Marketing & PR Technology Services AAC FEC PACE Office of Academic Services Academic Divisions O&A IPRC
Identify an online service or program software, preferably an existing service, as a centralized location for communications (e.g., Sharepoint, the website, OneDrive, etc.)	Centralized location will be determined and maintained in order to save professional learning opportunities for later use by faculty, staff, and administrators.	HR Technology Services Technology Committee Marketing & PR FEC PACE

Goal 4: Operations

PL Action	Planned Output	Collaborators and Contributors
Use NeoGov platform to offer all employee onboarding before they arrive on campus	Differentiated onboard materials available to new faculty, staff, and administration immediately after hiring is confirmed.	HR Academic Senate DGS Office of Academic Services Office of Students Services COSTA CSEA COSAFA President/Superintendent's Office Board of Trustees Academic Divisions
Establish a professional learning budget to fund local learning opportunities for all COS employees	An established professional learning budget to fund professional learning at COS	Budget Committee Academic Senate DGS Office of Administrative Services Office of Academic Services Office of Student Services Fiscal Office
Fund full-time classified position to track, record, and maintain professional learning	A classified staff member will be devoted to tracking, recording, and maintaining records for District-wide professional learning	Academic Senate COSTA CSEA Office of Administrative Services HR

		Office of Academic Services Budget Committee IC (?)
Implement more extensive faculty, staff, and administration orientations, leveraging effective practices (e.g., facilities New Employee Orientation Program, Convocation activities, ROPES Course, etc.)	More extensive, frequent, recursive, and continuous orientation opportunities exist to assist all COS employees.	FEC PACE Facilities and Safety Council Academic Divisions Office of Academic Services COSTA CSEA COSAFA
Prioritize and engage in trainings to extend and maintain certifications necessary to maintain COS operations (e.g., sexual harassment, safety, etc.)	Consistently engage in professional learning that keeps COS current and effective in its operations	HR Facilities and Safety Council PACE

REVIEW PROCESS

In order for district-wide professional learning to keep at pace with changing institutional needs, the COS Professional Learning Plan should be revised the year following the revision of the Strategic Plan. The new Strategic Plan will help identify new campus-wide objectives and actions that will influence professional learning needs and, thus, our plans for professional learning.

In the year the Professional Learning Plan is to be revised, a Professional Learning Review Taskforce should be formed, and that taskforce should include the following members in order to accurately represent campus constituents:

- Dean of Human Resources
- FEC Co-Chairs
- PACE classified representative
- EDAC representative
- ETC/DECOS representative
- Facilities and Safety Council representative
- Any additional representatives to ensure campus-wide perspective and input

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GLOSSARY

AAC = Access and Ability Center

ASCCC = Academic Senate for California Community Colleges

CHAP = Cultural Historical Awareness Program

COSAFA = College of the Sequoias Adjunct Faculty Association

COSTA = College of the Sequoias Teachers Association

CSEA = California School Employees Association

DE = Distance Education

DECOS = Distance Education Committee at College of the Sequoias

DGS = District Governance Senate

EDAC = Equity and Diversity Action Committee

EEO = Equal Employment Opportunity

ETC = Education Technology Committee

FEC = Faculty Enrichment Committee

GQ = Giant Questionnaire

HR = Human Resources

IC = Instructional Council

IPRC = Institutional Program Review Committee

O&A = Outcomes and Assessment Committee

PACE = Professional Association of Classified Employees

PR = Public Relations

RPIE = Research, Planning, and Institutional Effectiveness